

VISIT...

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Tutor Teaching Tips

Lesson 41: Open Vowels • Part 1

MATERIALS

Letter page

Introducing Open Vowels



10–15 minutes

Point to the word *yo-yo* as you read it. Explain that this word ends with the vowel *o*. Explain this is called an open vowel pattern because the vowel is at the end of the syllable. Words with open vowel patterns usually have the long vowel sound. Sound out the word *yo-yo* with the child, as you run your finger under it. Point to the words at the bottom of the page and explain that they all end with a vowel and have an open vowel pattern. Explain that the letter *y* acts as a vowel when it comes at the end of words. It can stand for the long *e* sound in two-syllable words such as *silly* or the long *i* sound in one-syllable words such as *cry*. Make sure the child understands that the letter *y* stands for both the long *e* and long *i* sounds. Ask the child to sound out each word with you as you run your finger under each letter. Then have the child sound out each word on his/her own. When you sound out the words *silly* and *happy*, show the child how to divide the word into the two syllables, and sound out each part (*sil/ly*, *hap/py*)

Word cards

Have the child read the words on the word cards and sort them according to the open vowel sound.

Blend Words



5–8 minutes

Letter cards:
d, r, f, l, s, h, y;
Workmat

Line up letter cards *d, r*, and *y* under the row of three boxes on the workmat. Ask the child to move each letter into the box above it, starting on the left and saying the sound of the letter. Remind the child that the letter *y* stands for the long *i* vowel sound in the word *dry*. Ask the child to blend the sounds together to say the word. Repeat with the words *fly*, *shy*, and *fry*.

Game cards;
Game board;
Markers

Shuffle the game cards and place them face down in a stack. Have the child draw a card and read the word. If the word is read correctly, the child can move along the game board the number of spaces indicated on the card. Have the child place the card at the bottom of the stack. It is now your turn to draw a card.

Teach High-Frequency and Story Words



5–8 minutes

Flash card: *good*

Hold up the word *good* and read the word. Have the child repeat the letter names and write the word in the air with his/her finger. Write the word on a piece of paper. Without the child seeing, cover one of the letters with your finger or a piece of paper. Ask the child which letter is missing. Then reveal the letter and have the child read and spell the word out loud.

Flash cards:
anything,
something

Read each story word to the child while you hold up the card. Have the child repeat each word several times while looking at the card.

Flash cards:
complete set

Read each review high frequency word with the child as you hold up the card. Then combine all the cards and flash the cards several times for the child as he/she says each word. Tell the child the word if he/she forgets.

Tutor Teaching Tips

Lesson 41: Open Vowels • Part 2

MATERIALS

Letter page

Letter cards:
y, s, h, g, w, e, o

Flash cards

Practice sheet

Decodable book:
JoJo's Yo-yo

Decodable book;
Take-home
practice sheet

Game cards;
Game board;
Markers

Review Part 1



5–10 minutes

Show the child the letter page and review the open vowel pattern. Have the child read the words at the bottom of the page.

Say the word *go* and have the child find the letters needed to spell the word. Have the child place the two letter cards under the boxes on the workmat. Have the child push up the letters as he/she says the sounds. Repeat with the words *so*, *she*, *we*, and *why*. Remind the child that the word *why* has two sounds but needs three letters to spell the sounds.

Show the child the flash cards one at a time and have the child read each word. Repeat several times.

Decoding Practice



15–20 minutes

Have the child sound out the words in row 1. Help the child sound the two-syllable word *hello*.

Have the child sound out the review words in row 2, calling attention to the *-ed* ending on the word *flashed*.

Have the child read the high-frequency words in rows 3 and 4 as quickly as he/she can, without sounding them out. If the child hesitates on a word, tell him/her the word and have him/her repeat it.

Have the child read the phrases in row 5 and the sentences in row 6, sounding out the decodable words and saying the high-frequency words quickly.

Have the child sound out the words in the decodable book. If the child has difficulty sounding out the word, say the word slowly and have the child repeat it. Have the child read the high-frequency words and story words quickly, without sounding them out. If the child doesn't know a high-frequency or story word, tell him/her the word.

When the child has finished reading the book, ask the child to tell you what happened in the story. Ask what JoJo found out she was best at.

Home Connection

Encourage the child to take the book home to read with a family member or to practice reading the book in his/her own time. Tell the child that you will listen to him/her read the book the next time you are together. Have the child complete the take-home practice sheet with a family member.

Optional Activity

If time permits, play the game from Part 1 again.

Open Vowels



yo-yo

cry my me hi no silly happy

go

no

pro

so

by

try

spy

sly

dry

he

be

we

she

hilly

happy

silly



d	r	y	f	l
s	h	g	w	o
e				

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--	--	--	--

hello

4

yo-yo

4

pro

3

hi

3

sky

2

shy

2

my

1

spy

2

he

1

be

1

she

3

lucky

4

dizzy

5

funny

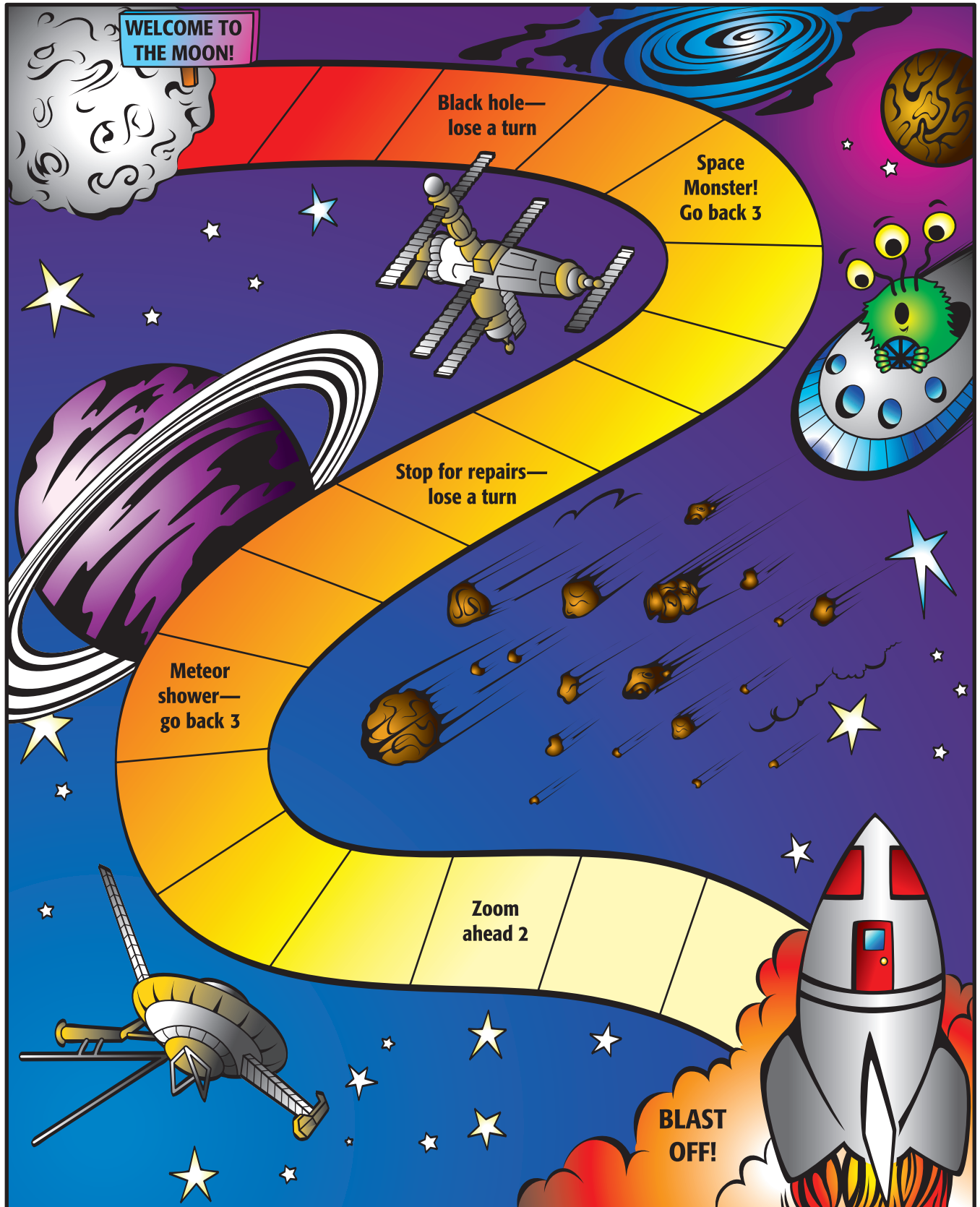
5

happy

5

hilly

4



good

something

anything

friends

they

could

would

down

by

cannot

now

all

her

INSTRUCTIONS: Ask the child to practice reading the words and phrases below before reading the book.

1 New words	she • hello • me • try • JoJo • be so • Flo • fly • sky • by • hi • my go • cry
2 Reviewed words	Nick • such • flashed • tricks much • smile • made • home • like make • nice • time
3 New h-f words	very • there • goes • about • your you • our • through • good
4 Reviewed h-f words	friends • they • too • down • would cannot • could • now • all • her
5 Phrases	we can be try to fly go so fast
6 Sentences	She can be so silly. Try to fly into the sky.

INSTRUCTIONS: Have the child read the word in the first column and then circle the words in the second column that have the same long vowel sound. Tell the child that the sound may be spelled in different ways, for example, *go*, *hello*, *rope*, and *so* all have the long *o* sound. In the boxes at the bottom of the page, have the child read the sentences and draw pictures to go with it.

go (long o)	sly <u>hello</u> we <u>rope</u> <u>so</u>
cry (long i)	be ride happy like fly
happy (long e)	lucky funny no me
we (long e)	try yo-yo theme she shy
dry (long i)	time so dizzy my by
lucky (long e)	he be silly why dry
so (long o)	fry pro yo-yo home hilly

I can spy a silly fly.

He will try to make the yo-yo go.